

## Receipt of Report

### Date:

February 24, 2022 (BOE-Receipt of Report)

### Agenda Item:

District Class Sizes for 2021-22

### Building:

All

### Proposed Action:

Information only.

### Identified Need:

The purpose of this report is to provide the district's 2021-22 class sizes by building.

### Authority of Action:

Each year, the Research Division staff oversees the preparation of this report. Membership data is further disaggregated at the district and school levels.

### Stakeholder Groups involved in the development of the proposal:

N/A

### Fiscal Impact:

N/A

### Next Steps:

N/A

### Monitoring and Reporting Timeline:

This is the only official reporting of this information.

### Additional Considerations:

- *Kindergarten Average = 20.49*
- *1-6 Average = 19.60*
- *K-6 Pupil Teacher Ratio = 1:12.66*

**OMAHA PUBLIC SCHOOLS**  
**Omaha, Nebraska**

**CLASS SIZE AND PUPIL-TEACHER RATIO: FALL 2021**

The purpose of this report is to present information pertaining to class size and pupil-teacher ratios in regular classes in the Omaha Public Schools. Class Size totals include Special Education students and English Language Learners who are in regular classrooms. However, because of the unique nature of services and variability within group size, self-contained Special Education classes are not included. Also, pre-kindergarten (PK) classes are not included at elementary schools to ensure a more standardized and accurate class size picture since not all elementary schools have PK.

**Elementary Schools: Key Points and Class Size Considerations**

**Table I** depicts class size counts for elementary schools in 2019, 2020, 2021. Data is based on counts taken on October 1 each year. Totals for all grades have been calculated consistently and may be compared from year to year.

Data contained in **Table II** indicate the average class sizes and pupil-teacher ratios in regular classes of kindergarten and grades 1-6 collectively for individual schools. Average class size was determined by dividing total enrollment in regular classes by the number of classes. Pupil-teacher ratio is the number of students enrolled divided by the number of teachers assigned. Class sizes are based upon the total number of students assigned and includes Special Education students and English Language Learners who may spend part of their time in special classes.

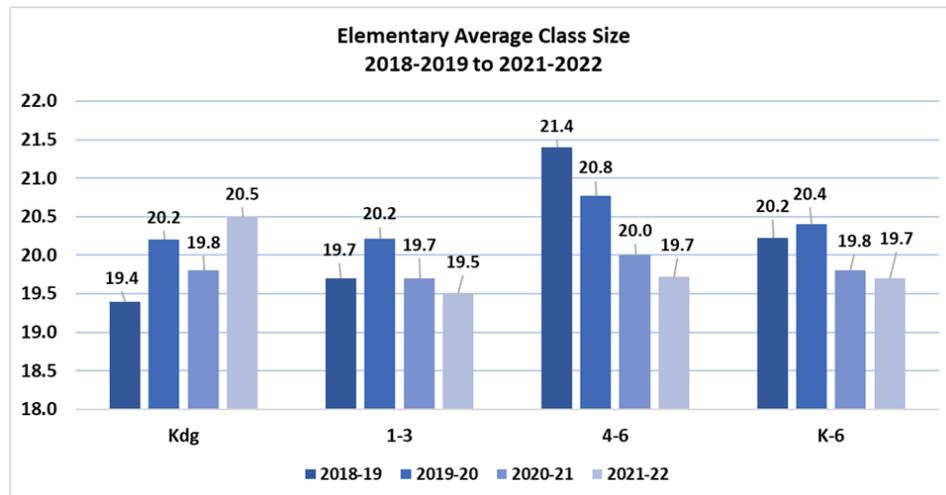
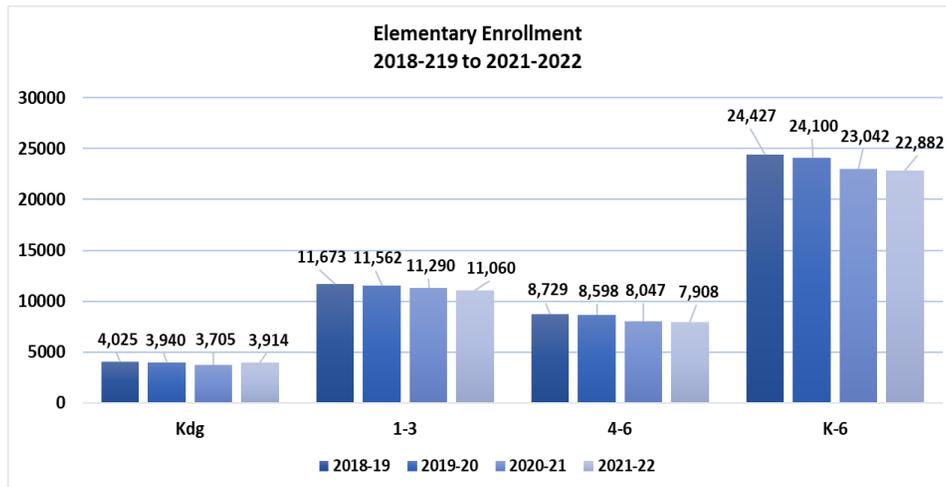
**Table III** shows the number of elementary students falling within specific class size intervals during the period of Fall 2017 through Fall 2021.

**Key Point:**

- The overall 2021-22 average class size for grades K-6 is 19.74, a decrease of 0.11 from the previous year's average. The average class size at kindergarten is 20.49 with grades 1-6 having an average class size of 19.60.

	<b>Kindergarten</b>	<b>1-6</b>	<b>K-6</b>
<b>Membership (Regular Classrooms)</b>	3,914	18,968	22,882
<b>Average</b>	20.49	19.60	19.74

- Historically (1970 school year), almost 50 percent of elementary students were in classrooms of more than 30 students. In 2021-22, there are no elementary classroom with more than 30 students.
- In 2019-20, class size guidelines at the elementary level were standardized across grades K-6 for regular classrooms and all regular school buildings with a goal of attaining 20-24 students per classroom.
- Student enrollment increases over the last 20 years has made reducing class sizes difficult in some locations due to the lack of physical classroom spaces.



	Total Students	Average						
	Kdg	Kdg	1-3	1-3	4-6	4-6	K-6	K-6
2018-19	4,025	19.4	11,673	19.7	8,729	21.4	24,427	20.2
2019-20	3,940	20.2	11,562	20.2	8,598	20.8	24,100	20.4
2020-21	3,705	19.8	11,290	19.7	8,047	20.0	23,042	19.8
2021-22	3,914	20.5	11,060	19.5	7,908	19.7	22,882	19.7

**Class Size Considerations:**

Factors affecting overall class size and pupil-teacher ratio include the following:

1. Home attendance area boundaries, student assignment options, and school selections.
2. The need for special programs in which enrollments per class must be limited by statute or for instructional reasons.
3. Increases or decreases in enrollment (i.e., the number of students and grade configurations at individual school locations).
4. Available classroom space.
5. Available funds.
6. Available staff.

In the late 1990s, OPS put in place an Academy model which resulted in significantly smaller elementary school classes at schools that implemented the Academy philosophy. The schools were selected, at the

time, as a function of the at risk nature of the population those schools served as measured by the schools Free/Reduced Lunch rate. Over the next 20 years, the average poverty rates of OPS elementary schools increased from just over 50% to over 75%. Over this same time period, the Academy model was not expanded to additional schools experiencing increasing poverty levels and student enrollment increases coupled with limited physical classroom space made reducing class size difficult even at Academy schools. These trends created disproportionate class sizes at schools with similar levels of student poverty. Beginning in the 2019-20 school year, class size guidelines at the elementary level were standardized across grades K-6 for regular classrooms and school buildings with a goal of attaining 20-24 students per classroom. This adjustment was made in an attempt to reduce class size discrepancies where possible and more efficiently use the district's classrooms space and teaching staff. As a result, the Academy school designation was eliminated.

### **Secondary Schools: Key Points and Class Size Considerations**

#### **Key Points:**

- At the middle school level (not including alternative programs), the pupil-teacher ratio is 17.4 for regular classroom teachers and 13.3 when including other support teachers/staff.
- At the high school level (not including alternative programs), the pupil-teacher ratio is 19.9 for regular classroom teachers and 15.3 when including other support teachers/staff

#### **Class Size Considerations:**

Within its seven high schools, the district offers a broad range of courses. Unlike elementary (K-6) classes that are usually self-contained (with one teacher and one class assigned to one room for a full day), secondary level (7-12) classes are departmentalized. This permits teachers to teach in specialized subject-matter areas to accommodate a broad array of course offerings. At the secondary level, students take required courses, but are also afforded the opportunity to elect specialized subjects. Generally, the scope of elective choices increases as students' progress to higher grade levels.

Because of the complexities inherent in the scheduling process at the secondary level, it is neither possible nor desirable to schedule the typical large secondary school at a full "100 percent efficiency" (i.e., every room fully scheduled and occupied for every class period of the day). Maintaining reasonable flexibility in scheduling to accommodate electives and other activities typically results in a scheduling factor of approximately 85 percent or less. Published "maximum capacity" figures for secondary schools are usually "instantaneous" figures, indicating the number of students who could be accommodated at one specific time if every teaching station was filled to capacity. From a practical standpoint, student schedule combinations and other necessary programs vastly reduce any possibility of filling every room to capacity for every period.

Class size, by necessity, varies a great deal within secondary schools. Teachers of subjects such as physical education or vocal music may have classes of 40 or more students. Conversely, students electing highly specialized subjects such as calculus, advanced computer-assisted design or certain world languages at advanced levels may be enrolled in classes of 15 or fewer students. Special education classes are usually small at all levels, with mandatory limitations on class size. In secondary schools, study halls may be provided in locations such as the cafeteria or library for students who may not have a class scheduled for that particular period. The programs of most secondary schools tend to minimize time spent in study halls, while instructional time spent with teachers is maximized. This emphasis does, of course, have an additional cost factor because it requires more teachers.

More stringent high school graduation requirements have also increased the number of courses students must take. Essentially, this has reduced the number of students assigned to study halls, increased cost and placed greater demands on space. The greater the number of courses taken by a student, the more time the student will spend in classes with teachers; hence, the greater the number of teachers and classrooms required and the higher per student cost. During recent years, increased emphasis upon instructional excellence and improving student performance has resulted in a higher proportion of available student time that is spent in classroom settings. In addition, as a function of increased graduation requirements, there may be a greater number of students that require more than four years to complete graduation requirements. For example, newcomer English Learners (EL) entering at the middle school or high school level may take EL specific courses in high school prior to courses required for graduation, increasing the time needed to graduate.

### **Pupil-Teacher Ratio and Class Size Definitions**

Class size represents the actual number of students enrolled in each class.

Average class size is obtained by summing the enrollment of all classes and dividing by the number of classes.

Pupil-teacher ratio is the number of students enrolled divided by the number of teachers assigned. This is the average number of students per teacher and is not the same as average class size. Pupil-teacher ratio is typically lower than actual class size because it includes teachers who may be assigned to duties other than teaching.

The following illustration is provided for further clarification. Pupil-teacher ratio for a given school is determined by the number of teachers assigned relative to a given number of students. The ratio can be lowered by assigning more teachers and raised by assigning fewer. A lower ratio means fewer students per teacher and requires more teachers. A higher ratio means the opposite, fewer teachers with more students assigned. While adjustments of pupil-teacher ratios may affect average class sizes, all other factors being equal, the relationship is not absolutely direct.

### **Staff Assignment Efficiency, District Size, and Cost**

In secondary schools, courses are offered on the basis of student need or request. Accordingly, students needing or requesting specific courses must be present in numbers that permit efficiently sized classes to be formed. Generally, assignment patterns, relative to staffing, are controllable by the school district, except in cases where class size is mandated or funds are absolutely limited. However, a factor of major significance is the number of students and grade configurations at various buildings. A primary advantage that a large school district has over a small district is in the area of staff assignment efficiencies. Despite the fact that the number of students in a school may be quite small, there is still the need for a reasonable variety of instructional services, as well as administrative, custodial, maintenance and food services.

Students of Omaha's seven high schools enjoy a broad range of courses available primarily because the district's size provides ample numbers of students to make highly advanced and/or specialized courses practical from a staff assignment efficiency standpoint. It is important to recognize that "staff assignment efficiency" is, in reality, a measure of cost efficiency.

As enrollments in many of Omaha's schools have increased, limitations of available classroom space or student assignment alternatives may restrict the ability to respond to class size and program needs. In some elementary situations, a solution has involved the placement of paraprofessional staff in classrooms to assist teachers. In addition, relocatable classrooms have been placed within the district to

provide adequate classroom space at both elementary and secondary schools. Changes to elementary class size guidelines for 2019-20 has also decreased the overall classroom space needs at that level.

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02-24-2022

**TABLE I**  
**K-6**  
**FREQUENCY OF CLASS SIZE ACCORDING TO MEMBERSHIP - ELEMENTARY SCHOOLS: 2021-22**

Pupils Per Class	Number of Classes by Grade Level						Total Classes and Percent of Total Classrooms						Total Students		
	Kindergarten			Grades 1 - 6*			2019		2020		2021		2019	2020	2021
	2019	2020	2021	2019	2020	2021	#	%	#	%	#	%	#	#	#
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	1	-	-	-	1	.09	-	-	-	8	-
9	-	-	-	-	1	-	-	-	1	.09	-	-	-	9	-
10	-	-	-	-	-	4	-	-	-	-	4	.35	-	-	40
11	-	-	-	-	3	2	-	-	3	.26	2	.17	-	33	22
12	-	-	1	1	-	4	1	.08	-	-	5	.43	12	-	60
13	3	1	2	1	14	13	4	.34	15	1.29	15	1.29	52	195	195
14	3	2	4	8	23	22	11	.93	25	2.15	26	2.24	154	350	364
15	6	1	9	18	25	41	24	2.03	26	2.24	50	4.31	360	390	750
16	14	13	7	46	40	52	60	5.08	53	4.57	59	5.09	960	848	944
17	9	14	8	81	52	69	90	7.62	66	5.68	77	6.64	1530	1,122	1,309
18	15	25	17	82	114	108	97	8.21	139	11.97	125	10.79	1746	2,502	2,250
19	21	27	20	117	137	150	138	11.69	164	14.13	170	14.67	2622	3,116	3,230
20	33	35	22	150	156	138	183	15.50	191	16.45	160	13.81	3660	3,820	3200
21	23	28	26	130	156	107	153	12.96	184	15.85	133	11.48	3213	3,864	2,793
22	30	18	25	106	104	107	136	11.52	122	10.51	132	11.39	2992	2,684	2,904
23	10	9	18	106	73	79	116	9.82	82	7.06	97	8.37	2668	1,886	2,231
24	18	7	12	84	46	36	102	8.64	53	4.57	48	4.14	2448	1,272	1,152
25	6	5	10	40	12	20	46	3.90	17	1.46	30	2.59	1150	425	750
26	2	-	8	10	6	11	12	1.02	6	.52	19	1.64	312	156	494
27	-	-	1	4	7	3	4	.34	7	.60	4	.35	108	189	108
28	2	2	1	1	2	1	3	.25	4	.34	2	.17	84	112	56
29	-	-	-	1	-	-	1	.08	-	-	-	-	29	-	-
30	-	-	-	-	1	1	-	-	1	.09	1	.09	-	30	30
31	-	-	-	-	1	-	-	-	1	.09	-	-	-	31	-
32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>195</b>	<b>187</b>	<b>191</b>	<b>986</b>	<b>974</b>	<b>968</b>	<b>1,181</b>	<b>100</b>	<b>1,161</b>	<b>100</b>	<b>1,159</b>	<b>100.0</b>	<b>24,100</b>	<b>23,042</b>	<b>22,882</b>

Classrooms with high enrollments are supported with Paraprofessional assistance.

**Note:** For purposes of this chart K-6 does not include Special Education Self Contained Classrooms

**Source:** OFM report October 1, 2021-22 through 2019-20

**TABLE II  
ENROLLMENT, AVERAGE CLASS SIZE,  
2021-22**

School	Kindergarten			Grades 1-6			K-6 Regular Classroom Membership	K-6		Other Membership <sup>3</sup>	Total Membership
	Membership	Classes	Average	Membership	Classes	Average		Average <sup>1</sup>	Pupil Teacher Ratio <sup>2</sup>		
Adams Elementary	44	2	22.00	196	10	19.60	240	20.00	12.63	13	253
Ashland Park/RobbinsElementary	104	5	20.80	613	29	21.14	717	21.09	12.58	76	793
Bancroft Elementary	107	5	21.40	605	28	21.61	712	21.58	14.24	18	730
Beals Elementary	38	2	19.00	216	12	18.00	254	18.14	11.04	18	272
Belle Ryan Elementary	43	2	21.50	205	12	17.08	248	17.71	11.27	45	293
Belvedere Elementary	75	3	25.00	288	15	19.20	363	20.17	11.34	35	398
Benson West Elementary	68	4	17.00	325	19	17.11	393	17.09	11.56	12	405
Boyd Elementary	94	4	23.50	362	17	21.29	456	21.71	14.25	51	507
Castelar Elementary	97	5	19.40	500	25	20.00	597	19.90	13.88	19	616
Catlin Magnet	25	1	25.00	102	6	17.00	127	18.14	10.58		127
Central Park Elementary	55	3	18.33	256	13	19.69	311	19.44	11.52	33	344
Chandler View Elementary	85	4	21.25	457	24	19.04	542	19.36	12.60	36	578
Columbian Elementary	46	2	23.00	209	10	20.90	255	21.25	15.00	4	259
Conestoga Magnet	33	2	16.50	232	12	19.33	265	18.93	12.05	63	328
Crestridge Magnet	67	3	22.33	310	15	20.67	377	20.94	13.96		377
Dodge Elementary	68	3	22.67	294	15	19.60	362	20.11	13.41	35	397
Druid Hill Elementary	51	2	25.50	209	11	19.00	260	20.00	11.82	61	321
Dundee Elementary	60	3	20.00	366	18	20.33	426	20.29	13.74	11	437
Edison Elementary	61	3	20.33	278	15	18.53	339	18.83	13.04	20	359
Field Club Elementary	84	5	16.80	476	22	21.64	560	20.74	12.44	27	587
Florence Elementary	47	2	23.50	188	9	20.89	235	21.36	14.69		235
Fontenelle Elementary	59	4	14.75	340	20	17.00	399	16.63	9.07	52	451
Franklin Elementary	46	2	23.00	237	12	19.75	283	20.21	13.48	38	321
Fullerton Magnet	91	4	22.75	348	16	21.75	439	21.95	15.68	5	444
Gateway Elementary	130	5	26.00	683	31	22.03	813	22.58	14.02	55	868
Gifford Park Elementary	45	2	22.50	238	12	19.83	283	20.21	11.79	52	335
Gilder Elementary	57	3	19.00	253	15	16.87	310	17.22	11.07	14	324
Gomez Heritage Elementary	137	7	19.57	567	29	19.55	704	19.56	13.04	45	749
Harrison Elementary	54	2	27.00	202	12	16.83	256	18.29	12.19		256
Hartman Elementary	62	3	20.67	352	16	22.00	414	21.79	12.94	18	432
Highland Elementary	50	3	16.67	326	17	19.18	376	18.80	12.13	38	414
Indian Hill Elementary	100	5	20.00	534	25	21.36	634	21.13	14.74		634
Jackson Elementary	43	2	21.50	189	11	17.18	232	17.85	12.21	18	250
Jefferson Elementary	53	3	17.67	379	18	21.06	432	20.57	12.71	16	448
Joslyn Elementary	43	3	14.33	200	11	18.18	243	17.36	11.57	29	272
Kellom Elementary	44	2	22.00	197	11	17.91	241	18.54	12.05	69	310
Kennedy Elementary	40	2	20.00	173	10	17.30	213	17.75	9.26		213
King Elementary	46	3	15.33	239	13	18.38	285	17.81	10.96	45	330
Liberty Elementary	74	5	14.80	490	28	17.50	564	17.09	11.28	85	649
Lothrop Magnet Elementary	54	3	18.00	246	12	20.50	300	20.00	13.64	54	354
Masters Elementary	43	2	21.50	188	10	18.80	231	19.25	10.50	9	240
Miller Park Elementary	61	3	20.33	278	13	21.38	339	21.19	14.74	61	400
Minne Lusa Elementary	71	3	23.67	221	11	20.09	292	20.86	10.43	47	339
Mount View Elementary	37	2	18.50	202	12	16.83	239	17.07	11.38	40	279
Oak Valley Elementary	30	2	15.00	144	9	16.00	174	15.82	8.70	50	224
Pawnee Elementary	67	3	22.33	336	17	19.76	403	20.15	13.43		403
Picotte Elementary	56	3	18.67	208	12	17.33	264	17.60	12.57	25	289
Pinewood Elementary	43	2	21.50	143	7	20.43	186	20.67	12.40	58	244
Ponca Elementary	23	1	23.00	97	5	19.40	120	20.00	17.14		120
Prairie Wind Elementary	111	5	22.20	534	25	21.36	645	21.50	14.66	16	661
Rose Hill Elementary	40	2	20.00	200	10	20.00	240	20.00	12.00	14	254
Saddlebrook Elementary	78	3	26.00	347	16	21.69	425	22.37	15.18	23	448
Sherman Elementary	29	2	14.50	185	9	20.56	214	19.45	11.89	19	233
Skinner Magnet*	61	3	20.33	288	15	19.20	349	19.39	13.42	69	418
Spring Lake Magnet	143	6	23.83	472	24	19.67	615	20.50	12.30	81	696
Springville Elementary	69	3	23.00	340	15	22.67	409	22.72	16.36		409
Standing Bear Elementary	99	5	19.80	419	19	22.05	518	21.58	15.70	31	549
Sunny Slope Elementary	65	3	21.67	309	15	20.60	374	20.78	13.85	38	412
Wakonda Elementary	46	2	23.00	174	12	14.50	220	15.71	8.80	73	293
Walnut Hill Elementary	58	3	19.33	299	18	16.61	357	17.00	11.90	18	375
Washington Elementary	40	2	20.00	215	12	17.92	255	18.21	11.59	40	295
Western Hills Elementary	64	3	21.33	279	14	19.93	343	20.18	11.83	15	358
Wilson Focus School	-	0	-	210	12	17.50	210	17.50	12.35		210
<b>Overall</b>	<b>3,914</b>	<b>191</b>	<b>20.49</b>	<b>18,968</b>	<b>968</b>	<b>19.60</b>	<b>22,882</b>	<b>19.74</b>	<b>12.66</b>	<b>1,937</b>	<b>24,819</b>

<sup>1</sup>Includes regular classrooms only.

<sup>2</sup>Includes Special Education Self Contained, Reading, Math, Computer, Library, ESL, Music & PE.

<sup>3</sup>Includes Special Education Self-Contained, Pre-Kindergarten and Head Start students who are not counted in regular classrooms.

Source: OFM report October 1, 2021 and Staff data as of November 09, 2021

**TABLE III  
K-6  
NUMBER OF ELEMENTARY STUDENTS BY CLASS SIZE INTERVALS  
2017-2021**

Pupils Per Class	2017		2018		2019		2020		2021	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	-	-	-	-	-	-	-	-	-	0.0
2	-	-	-	-	-	-	-	-	-	0.0
3	-	-	-	-	-	-	-	-	-	0.0
4	-	-	-	-	-	-	-	-	-	0.0
5	-	-	-	-	-	-	-	-	-	0.0
<b>Sub-Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.0</b>
6	-	-	6	-	-	-	-	-	-	0.0
7	-	-	-	-	-	-	-	-	-	0.0
8	-	-	-	-	-	-	8	0.0	-	0.0
9	18	0.1	-	-	-	-	9	0.0	-	0.0
10	40	0.2	-	-	-	-	-	-	40	0.2
<b>Sub-Total</b>	<b>58</b>	<b>0.2</b>	<b>6</b>	<b>0.0</b>	<b>-</b>	<b>-</b>	<b>17</b>	<b>0.1</b>	<b>40</b>	<b>0.2</b>
11	22	0.1	11	0.0	-	-	33	0.1	22	0.1
12	108	0.4	96	0.4	12	0.0	-	-	60	0.3
13	273	1.1	221	0.9	52	0.2	195	0.8	195	0.9
14	406	1.6	602	2.5	154	0.6	350	1.5	364	1.6
15	990	4.0	945	3.9	360	1.5	390	1.7	750	3.3
<b>Sub-Total</b>	<b>1,799</b>	<b>7.3</b>	<b>1,875</b>	<b>7.7</b>	<b>578</b>	<b>2.4</b>	<b>968</b>	<b>4.2</b>	<b>1,391</b>	<b>6.1</b>
16	1,456	5.9	1,104	4.5	960	4.0	848	3.7	944	4.1
17	1,309	5.3	1,394	5.7	1,530	6.3	1,122	4.9	1,309	5.7
18	1,926	7.8	1,818	7.4	1,746	7.2	2,502	10.9	2,250	9.8
19	1,938	7.8	2,299	9.4	2,622	10.9	3,116	13.5	3,230	14.1
20	2,860	11.6	2,800	11.5	3,660	15.2	3,820	16.6	3,200	14.0
<b>Sub-Total</b>	<b>9,489</b>	<b>38.4</b>	<b>9,415</b>	<b>38.5</b>	<b>10,518</b>	<b>43.6</b>	<b>11,408</b>	<b>49.5</b>	<b>10,933</b>	<b>47.8</b>
21	2,079	8.4	2,226	9.1	3,213	13.3	3,864	16.8	2,793	12.2
22	2,684	10.9	2,684	11.0	2,992	12.4	2,684	11.6	2,904	12.7
23	2,806	11.4	2,323	9.5	2,668	11.1	1,886	8.2	2,231	9.8
24	2,472	10.0	2,304	9.4	2,448	10.2	1,272	5.5	1,152	5.0
25	1,550	6.3	1,525	6.2	1,150	4.8	425	1.8	750	3.3
<b>Sub-Total</b>	<b>11,591</b>	<b>46.9</b>	<b>11,062</b>	<b>45.3</b>	<b>12,471</b>	<b>51.7</b>	<b>10,131</b>	<b>44.0</b>	<b>9,830</b>	<b>43.0</b>
26	754	3.1	832	3.4	312	1.3	156	0.7	494	2.2
27	486	2.0	513	2.1	108	0.4	189	0.8	108	0.5
28	224	0.9	252	1.0	84	0.3	112	0.5	56	0.2
29	203	0.8	261	1.1	29	0.1	-	-	-	0.0
30	60	0.2	180	0.7	-	-	30	0.1	30	0.1
<b>Sub-Total</b>	<b>1,727</b>	<b>7.0</b>	<b>2,038</b>	<b>8.3</b>	<b>533</b>	<b>2.2</b>	<b>487</b>	<b>2.1</b>	<b>688</b>	<b>3.0</b>
31	31	0.1	31	0.1	-	-	31	0.1	-	-
32	-	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-
<b>Sub-Total</b>	<b>31</b>	<b>0.1</b>	<b>31</b>	<b>0.1</b>	<b>-</b>	<b>-</b>	<b>31</b>	<b>0.1</b>	<b>-</b>	<b>0.0</b>
<b>GRAND TOTAL</b>	<b>24,695</b>	<b>100.0</b>	<b>24,427</b>	<b>100.0</b>	<b>24,100</b>	<b>100.0</b>	<b>23,042</b>	<b>100.0</b>	<b>22,882</b>	<b>100</b>

Classrooms with high enrollments are supported with Paraprofessional assistance.

Source: OFM report October 1, 2021-22 through 2017-18

**TABLE IV  
ENROLLMENT, NUMBER OF TEACHERS AND PUPIL-TEACHER RATIO  
SECONDARY SCHOOLS  
2021-22**

School	OFM Membership	Teachers <sup>1</sup>	Pupil-Teacher Ratio	Teachers Including Guidance, Deans of Students, Librarian, Curriculum Specialists, Instructional Facilitators and Special Education <sup>2</sup>	Pupil-Teacher Ratio Including Guidance, Deans of Students, Librarian, Curriculum Specialists, Instructional Facilitators and Special Education <sup>2</sup>
<b>Senior High</b>					
Benson High	1,410	78.0	18.1	101.0	14.0
Bryan High	1,721	87.0	19.8	119.0	14.5
Burke High	2,095	110.0	19.0	141.0	14.9
Central High	2,672	130.0	20.6	161.0	16.6
North Magnet	1,714	87.0	19.7	112.0	15.3
Northwest High	1,594	83.0	19.2	113.0	14.1
South Magnet	2,821	130.0	21.7	168.0	16.8
<b>High School Total</b>	<b>14,027</b>	<b>705.0</b>	<b>19.9</b>	<b>915.0</b>	<b>15.3</b>
<b>Middle Schools</b>					
Beveridge Magnet (7-8)	865	48.0	18.0	63.0	13.7
Bryan Middle (7-8)	859	49.0	17.5	64.0	13.4
A. Buffett Magnet (5-8)	1,081	61.0	17.7	77.0	14.0
Davis Middle (6-8)	732	40.0	18.3	52.0	14.1
King Science Magnet (5-8)	684	41.0	16.7	54.0	12.7
Lewis & Clark Middle (6-8)	871	49.0	17.8	62.0	14.0
Marrs Magnet (5-8)	1,212	81.0	15.0	98.0	12.4
McMillan Magnet (6-8)	780	46.0	17.0	65.0	12.0
Monroe Middle (6-8)	827	43.0	19.2	60.0	13.8
Morton Magnet (6-8)	714	45.0	15.9	59.0	12.1
Nathan Hale Middle (6-8)	638	35.0	18.2	47.0	13.6
Norris Middle (6-8)	1,228	65.0	18.9	87.0	14.1
<b>Middle School Total</b>	<b>10,491</b>	<b>603.0</b>	<b>17.4</b>	<b>788.0</b>	<b>13.3</b>
<b>Other Programs<sup>3</sup></b>	<b>239</b>	<b>31.0</b>	<b>7.7</b>	<b>62.0</b>	<b>3.9</b>
<b>Overall Total</b>	<b>24,757</b>	<b>1339.0</b>	<b>18.5</b>	<b>1765.0</b>	<b>14.0</b>

<sup>1</sup>Teachers only. Does not include Guidance/Counseling, Deans of Students, Media Specialists or Special Education staff.

<sup>2</sup>Teachers with Guidance, Deans of Students, Librarians, Curriculum Specialists, Instructional Facilitators and Special Education staff included.

<sup>3</sup>Includes students at Blackburn, Parrish & Integrated Learning Program at Saratoga

Source: OFM report October 1, 2021 and staffing data as of November 09, 2021